

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Early Childhood Language and Literacies

Unit ID: EDECE2020

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDECE1015)

ASCED: 070101

Description of the Unit:

This unit is designed to allow Pre-Service Teachers (PST) to explore the theoretical underpinnings and sociocultural perspectives of language development and literacy acquisition in early childhood. The symbolic representations of language through play-based pedagogies and other key literacy pedagogies in early childhood will be examined. The design and function of multimedia texts, digital technologies, popular culture and new media is examined. PSTs will explore socially inclusive practices that include language users that have English as an additional language, language and diversity and Aboriginal and Torres Strait Islander literacies. PSTs will use current curricula (EYLF) to plan meaningful language and literacy experiences for children in prior-to-school settings.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Identify language and literacy development in young children and how this impacts teaching practice.
- K2.** Integrate teaching and assessment strategies that are inclusive of learning strengths, linguistic, religious and sociocultural backgrounds.
- K3.** Articulate the key literacy pedagogies in early years contexts.

Skills:

- S1.** Critically reflect on language and literacy theory.
- S2.** Identify implications of language and literacy theory on inclusive teaching practices.
- S3.** Plan for children's language and literacy learning using inclusive strategies and resources, including ICTs, that engage young learners.
- S4.** Identify strategies for developing language and literacy with children who speak a language other than, or in addition to English.

Application of knowledge and skills:

- A1.** Examine and critique language development theory and its impact on language and literacy learning within and outside of educational contexts.
- A2.** Examine how early language and literacy experiences lay the foundation for language and literacy learning as children transition to school.
- A3.** Demonstrate an ability to plan for language and literacy development using socially inclusive teaching and assessment strategies.

Unit Content:

Topics to include

- Frameworks for learning language
- The social contexts of children's early literacy learning
- Emergent literacy
- Becoming literate
- The child's developing semantic, syntactic, phonological and orthographic awareness
- The development of representational abilities
- The role of the family in literacy development
- The place of storytelling and reading by others
- Development of storytelling by young children
- Popular culture, influences of new media and digital technology
- Working with differences in children's pathways to literacy
- The impact of sociocultural differences on children's literacy development
- Bilingual identities and literacy practices
- Understanding literacy in prior to school
- Multiliteracies, globalization, critical literacies and diversity

- Children as writers

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	S2, A1	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life 	K2, S4, A3	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A2, A3; APST: 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.5, 5.1	Create two teaching resources that can be used to enhance early language and literacy development for children aged three to five years. Provide a report which includes a theoretical rationale for the use of these resources, including potential learning outcomes and assessment strategies to cater for young children including those from culturally and linguistically diverse backgrounds.	Resource Kit and Report	40-60%
K1, K2, K3, S2, S3, S4, A1, A2, A3; APST: 1.5, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 5.1	Discuss language and literacy development including written, visual, multimedia, performance, and spoken text awareness in the early years. Modify the two previously developed learning resources to include examples of the above literacy modes. New learning outcomes and assessment strategies will be required.	Report	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate

<p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	Yes	Intermediate
<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	Yes	Intermediate
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	Yes	Intermediate
<p>4. Create and maintain supportive and safe learning environments</p>		
<p>4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>	Yes	Intermediate
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	Yes	Intermediate